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[International Conference on Education & Educational Psychology 2013 \(ICEEPSY 2013\)](#)**Strategy challenges the local wisdom applications sustainability in schools**Chusorn, Pornpimon^a Ariratana, Wallapha^b Chusorn, Prayuth^c^aFirst affiliation ^bSecond affiliation ^cThird affiliation

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Abstract

The primary objective for this study was to propose an appropriate model with application of local wisdom in primary school, and synthesized strategies for challenging the local wisdom for sustainable use in schools. First stage of the research process, the samples were 290 Elementary Education Teachers selected by Simple Random Sampling. Data were analyzed by using computer program. The second phase, focus group discussion of experts and stakeholders, was administered. The appropriate model was analyzed by using following statistics: Percentage, Mean, and Standard Deviation. Besides, sequence of data from the open ended questionnaire and focus group discussion according to frequency sequence and congruency.

The research findings were as follows: The appropriate model in applying local wisdom in curriculum and learning and teaching development in elementary school included: 1) governmental and private sectors had to cooperate in promoting learning and teaching of community, 2) the Educational Institute and organization in community had to

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cooperate and support creativity of leaders and villager philosophers, 3) temple or church had to be the centre of local wisdom development, learning source, learning process, 4) the Educational Institute Administrators had to lead their local Education, motivate, encourage the family and community to be aware, and collaborate in learning process, and 5) for the teachers' role, they had to study their community as well as information and select the villager science combining with local wisdom emphasizing on local wisdom application.

The strategy challenges of the local wisdom for sustainable use in schools were: 1) Leadership Approach, leadership-related wisdom was more likely to be displayed at the societal, and at the organizational levels through fulfilling visions, solving problems, and founding organizations. 2) Combination of humility and strong professional.

1. Introduction

Education is an important tool to develop the ability to be available to developing countries in various fields. Accordance with the appropriate internal and external environment. This allows it to adapt to find the best way to solve problems with a variety of conditions that change over time. Can then self, family, community and nation to progress to the principle. On the basis of an understanding of why the accuracy, classy and appropriate for the environment. (Office of National Education, 2541). Education desirable in today's society will be a study aimed at improving the balance of both the cognitive, psychological, and social levels, ideas, values, and behavior, which must be consistent with the needs of individuals, communities, societies and nations (Prawet Wasi,1993). Advances in modern science and the culture of a foreign country or from outside the community will be coordinated in conjunction with an understanding and awareness of the value of wisdom. Language and culture of the local aboriginal community and Thailand in order to develop new knowledge consistent with local needs. This requires the cooperation of all parties, whether they are government agencies, private organizations, educational institutions, both of national and local levels including religious institutions and leading scholars desirable educational process takes place and achieve success. (Office of National Education, 1996). The policy was aimed at urgently the province has been selected as a pilot city creativity in Creative Thailand policy responding by increasing the value of products and

services on the basis of historical Thailand Culture and local wisdom to reinforce the overall economy (Ministry of Foreign Affairs, 2011). Commission of National Education (1998) has defined indicators from the standard six the activities with emphasis on teaching the students is important "To have the local wisdom. appropriate technology and media applications in the teaching and learning ". Guidelines for local wisdom use in teaching and learning should public relations understanding of the community. The community should be involved with the school to solve the problem by applying wisdom and experience to solve the accumulated problems of teaching and learning. Teachers need to know their own communities by being a part of the community and part of the community as part of a class. Instruction to educate the students youth has the instill in a love and commitment with the local. It is important to encourage young people to recognized and take pride in their local wisdom and participate in the conservation of local knowledge of them selves. Local wisdom suggests cultural identity in the local as well as knowledge of local constructive party ideas to take advantage of people to sustain their livelihood in the society blessed. Local wisdom is the knowledge that appropriate to be used in the development of countries to ensure national development to be more efficiently. They can develop the appropriate prosperity corresponding with local requirements.

Therefore, to encourage the development of school and community education and learning process using local resources and knowledge. Local wisdom is important to stay close to the school and interacted engages with of most learners. Local wisdom may be ignored because of the advances in the industry and new technologies are required to gather information about local wisdom. To publicize and apply to teach in elementary schools to comply with the Education Act 1999 which was National Framework for Education in Thailand. For wisdom is both a process and a tool. The tool is designed used for support the process. (Adrian Mackenzie, 2003). To allow students to learning what is available locally for the benefit and value of developing life happily in their local area.

2. Research Questions

2.1 What were the key elements of appropriate model with application of local wisdom in school ?

2.2 Strategy challenges of the local wisdom for sustainable use in schools should contain and how to proceed it ?

3. Objective

The purpose of this study was to propose an appropriate model with application of local wisdom in primary school and synthesized strategies for challenging the local wisdom for sustainable use in schools.

4. Methodology

Descriptive research on the principle of Mixed Method with both quantitative and qualitative studies.

4.1 Population and Sample

Samples were elementary school teachers in Northeast Thailand, 290 people were randomized by drawing lots based on the simple ratio of the area of education. For the target audience the focus group discussion consisted of 12 persons who were local wisdom, school administrators, the head teacher of other subjects and experts in curriculum development and the transfer of local wisdom in schools and communities.

4.2 Procedure

Stage 1 : Study the state and key elements for the implementation of local knowledge applied in schools model using questionnaires were the Rating Scale 5 levels with coefficient reliabilities of Cronbach's coefficient reliability was 0.93 and survey from the samples.

Stage 2 : Synthesis strategy challenge for the local wisdom application of sustainable school by focus group discussion include those who involved 12 participants with a team of researchers who performed and recorded both with the group and recording video and audio at the seminar room Faculty of Education Khon Kaen University.

4.3 Data Analysis

1) Data from the questionnaire. Data were analyzed by using a computer program to calculate the percentage, mean and standard deviation.

2) Data from the focus group discussion notes and audio recordings. Using content analysis methodology order to summarized the key elements of the strategy and challenge for the local application of sustainable school.

5. Findings

Appropriate model with application of local wisdom in school following an essential element the governmental and private sectors had to cooperate in promoting learning and teaching of community , second the Educational Institute and organization in community had to cooperate and support creativity of leaders and villager philosophers in managing curriculum and learning process in order to improve quality of life of their community, third the Educational Institute Administrators had to lead their local Education, motivate, encourage the family and community to be aware, and collaborate in learning process both school curricular activity and extra curricular activity focusing on applying local wisdom and local philosopher to teach in school, and forth for the teachers' role, they had to study their community as well as information and select villager science combining with local wisdom emphasizing local wisdom application in being lecturer or advisor, and managing a variety of learning and teaching techniques without holding on books only .

The strategy challenges of the local wisdom for sustainable use in schools were 1) leadership approach was more likely to be displayed at the societal, and at the organizational levels through fulfilling visions, solving problems, 2) combination of humility and strong professional , wisdom was applied to leadership, it enables leaders to be highly effective and yet remain ethical in an organization.

Success factors in the local wisdom application of a sustainable school emphasis on the role of teachers.

5.1 Teacher study community and information to the community both observations and query the locals. The local knowledge as well as the students around the issues to the community defined in the curriculum to lead to learning.

5.2 Teachers need to learn about the science of folklore, village philosophers and scholars into combination of local wisdom.

5.3 Teachers should seek more knowledge and learn different ways from the visiting other schools to guide their development and development of the school for the better.

5.4 In the teaching and learning of one subject in particular. Teachers should pulled local wisdom potential to participate as a guest speaker or consultant. Should mobilize personnel group of persons who understand the local organizations such as the monks to teaching and learning as much as possible.

5.5 Teachers should provide a variety of teaching and learning process. Should not be taken but only school textbooks.

6. Discussions

For the model applying the Local Wisdom in learning as well as teaching, found that both of the public sector, and private sector had to pay attention to, and collaborate in promoting the community learning so that the community people would be able to search for as well as analyze the causes of problems, and determine the guidelines and direction for developing the Educational Institutions and organizations in community. For National Educational Development, it was depended on both of the public sector, and private sector in every aspect in order to provide collaboration and support the leaders and local philosophers' creativity in organizing programs as well as learning process for developing community people's quality of life, and to search for the experienced village philosophers to apply both of their knowledge, and experience into formal as well as informal learning process to be useful for students, schools, temples or monk institute which had to be centre for developing the local wisdom as learning origins, to promote the students' learning process in both of formal and informal education, and to solve the community problems. Both of school administrators and teachers had to be Educational Leaders of locality who would encourage as well as support the family in community to be aware of and participate in organizing the learning process including the curriculum activity, and extra-curricular by focusing on the local wisdom, and village philosophers in community to transfer knowledge in school in order to be appropriate with learning activity management in that community.

In the present, the Teacher Professional Development was emphasized on the findings from students' desirable characteristics especially the findings from learning activity management inside as well as outside the classroom until the Innovation would be occurred. Prawed Wasi (1991) suggested guidelines for applying the local wisdom into Education since the government announced it as policy for total Educational System to search for, learn, and maintain the local wisdom, and enhance as well as support every Educational Level titled "Local Wisdom," to provide opportunity for the local teachers could be able to establish textbooks from their knowledge, improve the Primary School in the community at least to be a part of Community School for Department of Academic, the Ministry of Education (1996) specified future Educational Guidelines, core curriculum of Ministry of Education had to be broaden for managing the instructional activity of teachers in community of each locality to be able to organize the appropriate learning activity with the community. Furthermore, the program application, public relation should be provided for understanding with community to view the importance of Education. The community should participate with schools in problem solving by applying the obtained knowledge as well as experience in learning and teaching. The teachers had to know their own community, behaved themselves as a part of community, and invited the village philosophers to participate in learning process management to provide knowledge for students. The school was a place for developing the quality of life as well as community. It was supported by Sriwan Chatsuriyawong's (2000) study in "Curriculum Development for Transferring the Local Wisdom," found that the program was required to be developed in order to transfer local wisdom such as "the slicing as well as weaving," the village philosophers should be invited, and the local material should be used for being utilized such as the bamboo. For the content to be taught, it should cover rationale as well as general objective³, structure, course description, content outline, class schedule, guidelines for instructional management, media and equipment, and measurement and evaluation by determining the content outline in both of theories, and practice clearly.

Leadership approach and combination of humility and strong professional were importance factors of the strategy challenges of the local wisdom for sustainable use in schools. The educators mentioned wisdom is a complex of competencies; it cuts across the

confines of particular knowledge-constitutive interests, and is expressed as exceptional understanding, judgment and communication skills, general competencies, interpersonal skills, and social unobtrusiveness. (Holliday and Chandler, 1986, Shih-ying Yang, 2011) Meanwhile, the Thailand Prime Minister (2012) stated that, for Thailand to enter the ASEAN Community, the country needs to prompt itself in the areas of politics and stability, economics, as well as social and cultural affairs. Therefore, she stressed that more should be done to strengthen and develop the society and the culture as well as local wisdom, which is unique and main income sources of all communities that the elevation of local wisdom into something more tangible will benefit the Thai economy at both community and national levels greatly. There are other studies that support this concept of Sternberg views wisdom as “the use of successful intelligence, creativity, and knowledge as mediated by values to (a) seek to reach a common good (b) by balancing intrapersonal (one's own), interpersonal (others'), and extra-personal (organizational, institutional, and/or spiritual) interests (c) over the short and long term to (d) adapt to, shape, and select environments” (Sternberg, 2007, Shih-ying Yang, 2011)

7. Recommendations

7.1 Recommendations based on findings. Government organizations and the private sector have to involve in the promotion and development of local wisdom of the community by focusing on community issues and causes, determining to suggest for solutions and participate in the formulation of the concept and directions for local wisdom development to face with the changing global society.

7.2 Recommendations for further research, the participation of organizations involved in conservation and promote local wisdom, should be studied especially the organizations related to education, religion and culture.

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